



Clough Commons Research Study: Student Use Modes at the Clough Commons

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Planning and Implementation

1. **Demonstrate**, through research-based planning and implementation, the connection between the institutional visions of what 21st century students should be and do upon graduation and the spaces that transform their learning experiences.
2. **Incorporate** an iterative plan for assessing spaces as part of the integrated planning process, providing a road map for determining what works and what doesn't work in the evolution of learning spaces.
3. **Develop** both quantitative and qualitative assessments, research methodologies, and protocols that meet the criteria for institutional research boards by designing a robust research plan.
4. **Identify** actionable findings and best practices that lead to a process of continuous improvement in campus planning as a whole and learning space design in particular.

G. Wayne Clough Undergraduate Learning Commons

Opened in August 2011

Purpose

Prototyping

Usage



Introduction

Clough Commons—Academic Support

Communications Center

WOVEN (Written, Oral, Verbal, Electronic, Non-Verbal)

Presentation Rehearsal Studios

Center for Academic Enrichment

Undergraduate Research

Fellowships Office

Specialized Advising

First Year Programs (ex. Common Reading Program)

Center for Academic Support

Tutoring

Peer-Leed Undergraduate Study

Academic Coaching

Reboot Program

Core Information Desk

Physically connected to/managed by Library

Technology Support Center

Integrated Sciences

Introduction

Clough Commons—Space

700+ Commons Seating

Wide variety of furniture styles and layout

Mix of mobile and fixed layouts

Variety of Classroom Styles

SCALE-UP Classroom

24/7 Reserveable Group Study rooms

Exhibits Space

Roof Garden

First Year Science Labs

Introduction

Clough Commons—Usage

2011 - 2012

Gate Count: 2,271,631 Visits

44,451 hours of tutoring

828 Courses met for 33,447 instructional hours

Utilization of Group Study Rooms: 68.3% (10am-11:30pm during fall and spring semesters)

83 Special Events

2012 - 2013

198 Special Events

Objectives

1. To evaluate spaces within the G. Wayne Clough Undergraduate Learning Commons in order to determine what is working and not working related to enhancement of the student learning experience.
2. Uncover opportunities for continuous improvement related to how the environment serves student engagement and interaction for better learning experiences.
3. Create best practices or a list of design elements to be considered while thinking of space design for learning environments.

Research Questions

1. What's working and not working in terms of the enhancing the student learning experience (getting the students to interact and engage).
2. Where they are spending their time, how are they navigating, how long are they there, what is the reason for why they came there, and how frequently?
3. What kinds of settings are the students coming into? Are they working in groups or independently focused (alone together), or are they working as individuals?
4. What are the struggles and pain points? What are the workarounds that they do to have space adapt to their needs.



Observations

Mobile
Research

Occupancy
Maps

Desk
Research

Research Overview

Research Approval

Purpose of Institutional Research Board (IRB): safeguarding the rights and welfare of human subjects (students and faculty).

<http://phrp.nihtraining.com/users/login.php?l=3>



Research Overview

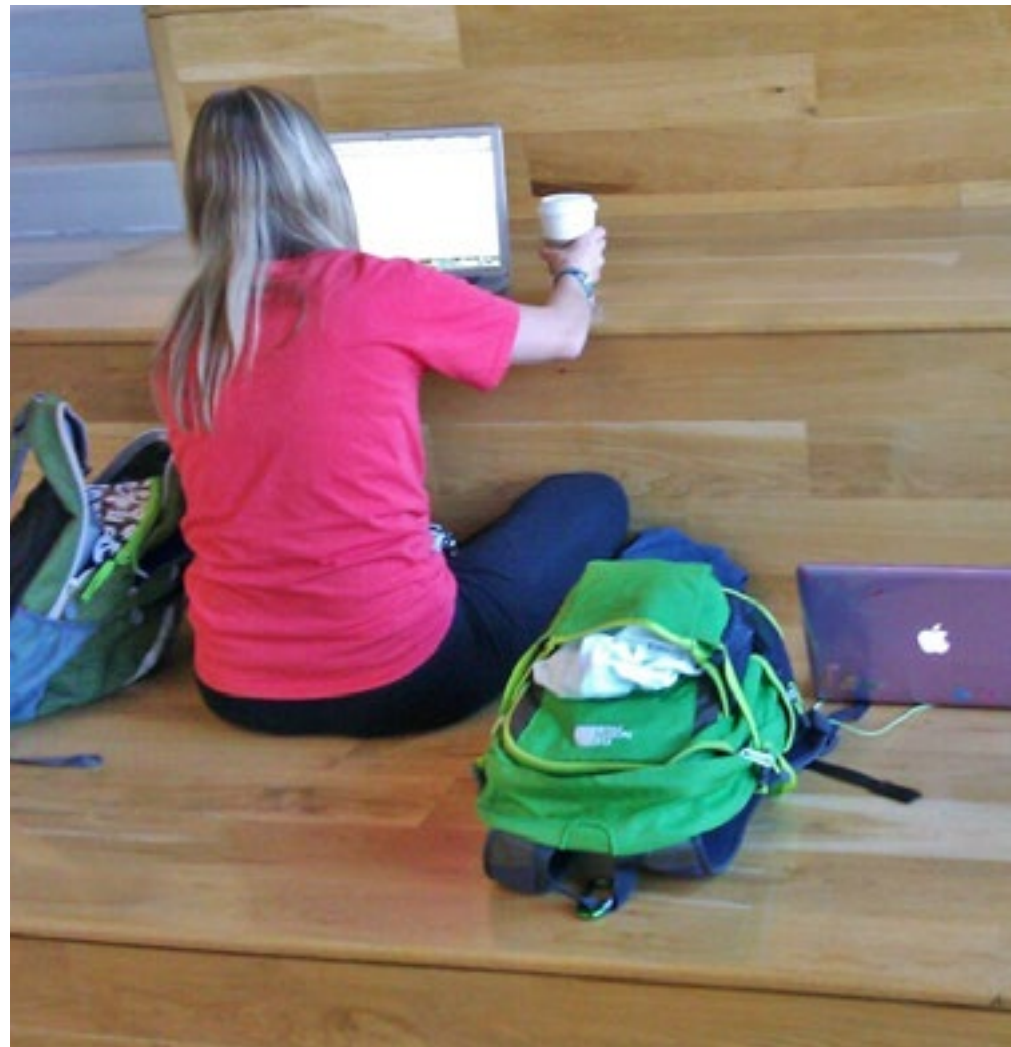
Digital Ethnography

36


Scouts

781

Snippets




Destinations&activities@CULC:W1 #54211


 **There are much less people here than yesterday! It is my favorite**


TM

TM accepted



Wed, 03 Oct 2012 03:36 PM CDT



 **Tags**

Destinations&activities@CULC:W1 #54221

Research Overview

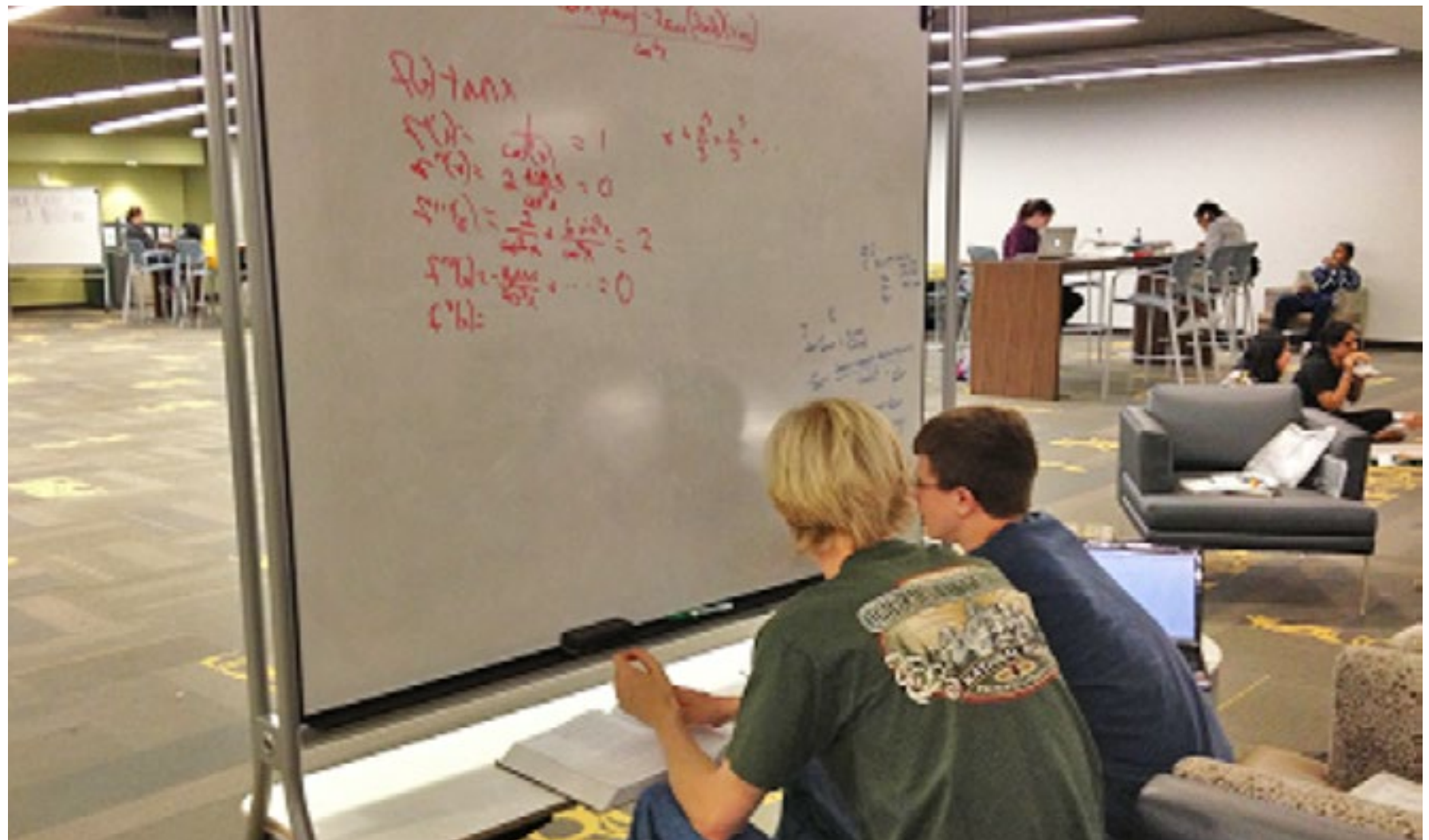
Observations

62

Hours of Observation

39

Intercept Interviews



Research Overview

By the Numbers

A notable and exciting evolution in undergraduate culture is the level of scholarly activity occurring in Clough Commons on Friday evenings.

Georgia Tech Fall, 2011 Report

1,020,000

Gate Count

19,151

Hours Tutoring

403

Courses

14,614

Instructional Hours

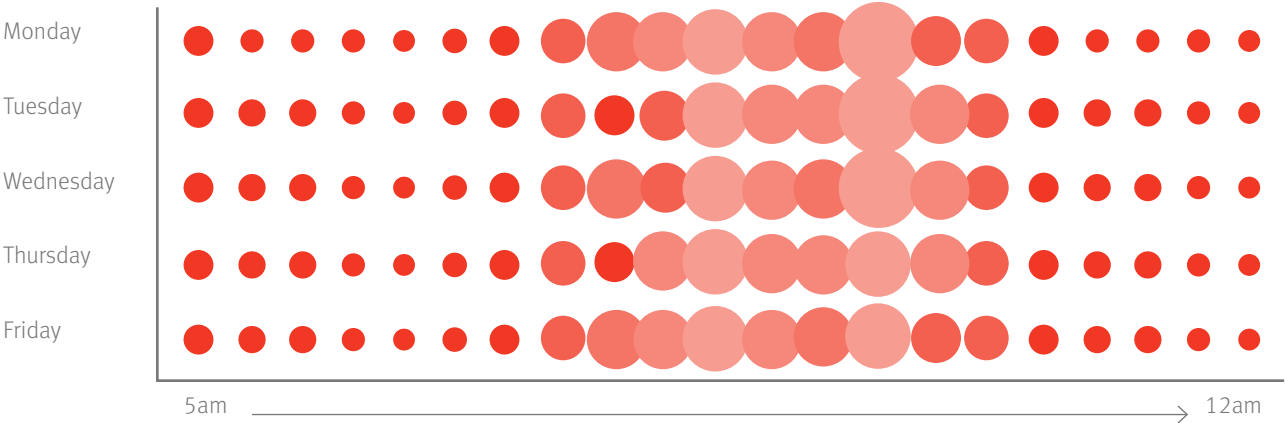
17,576

Hours Used

25,029

Hours Available

70.22%



Research Overview

Social Media

@4 Feb

You know you have a problem when people simply text you where are you in the [Clough Commons], before even asking if you're there. #CloughCommonslife

@28 Mar

Roof of the [Clough Commons], best place ever, no people, no distractions, no problems

@27 Feb

perfect day to catch a quick nap on the [Clough Commons] rooftop between studying and work
#springiscoming #naptimeatlast pic.twitter.com/bgx6vj6spu

@11 Feb

Love seeing all the student art showcased in the [Clough Commons]. The talent people have never ceases to amaze me. #inspired

@26 Mar

im in the [Clough Commons] bout to get my learn on, and i FORGOT MY HEADPHONES. nooooooooo!

@26 Mar

Finding a table in the [Clough Commons] for the win

Analysis

Develop Themes

Looking for...

Attending...

Transient

Before and after class

By myself...

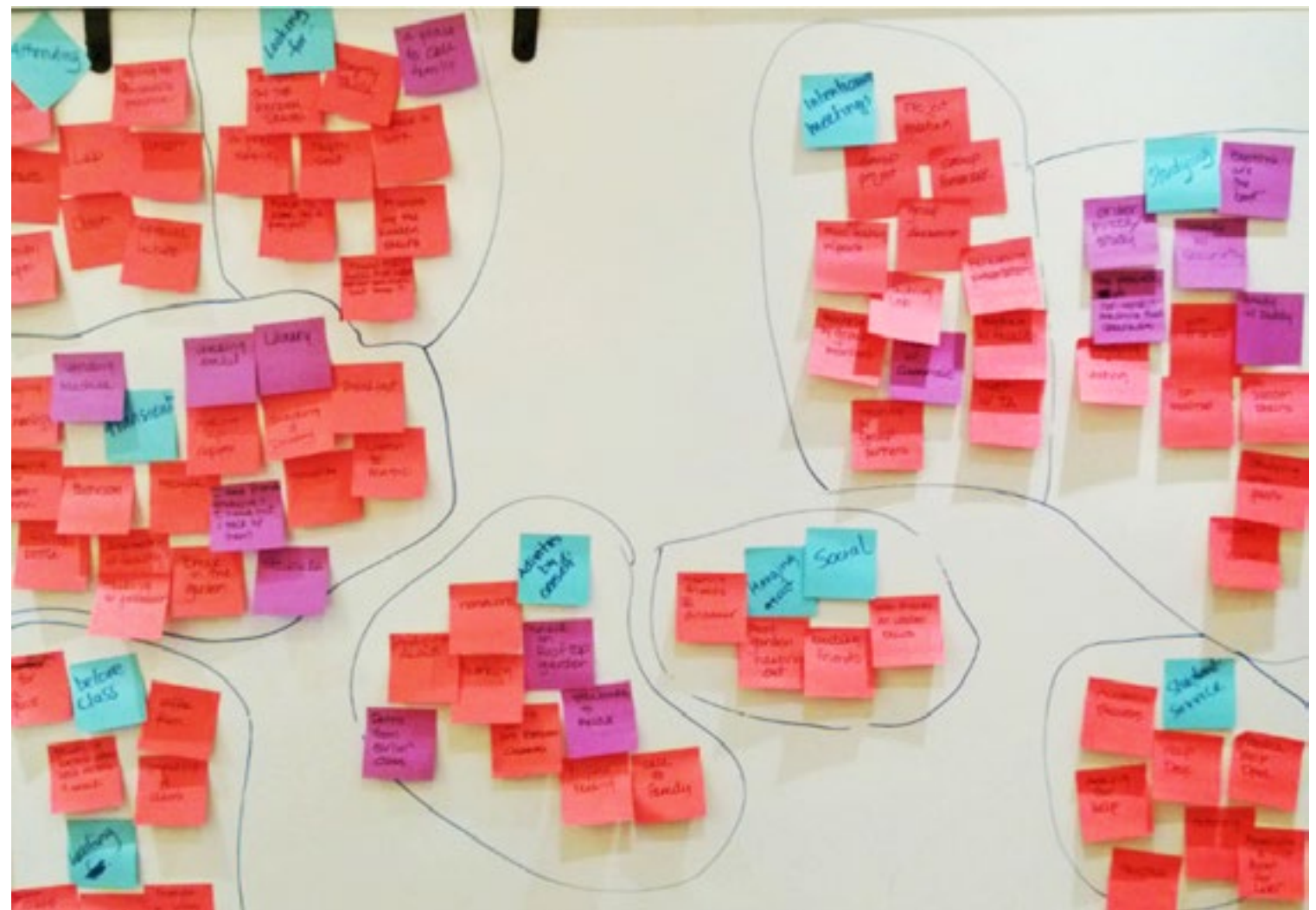
Waiting for...

Hanging out

Meeting...

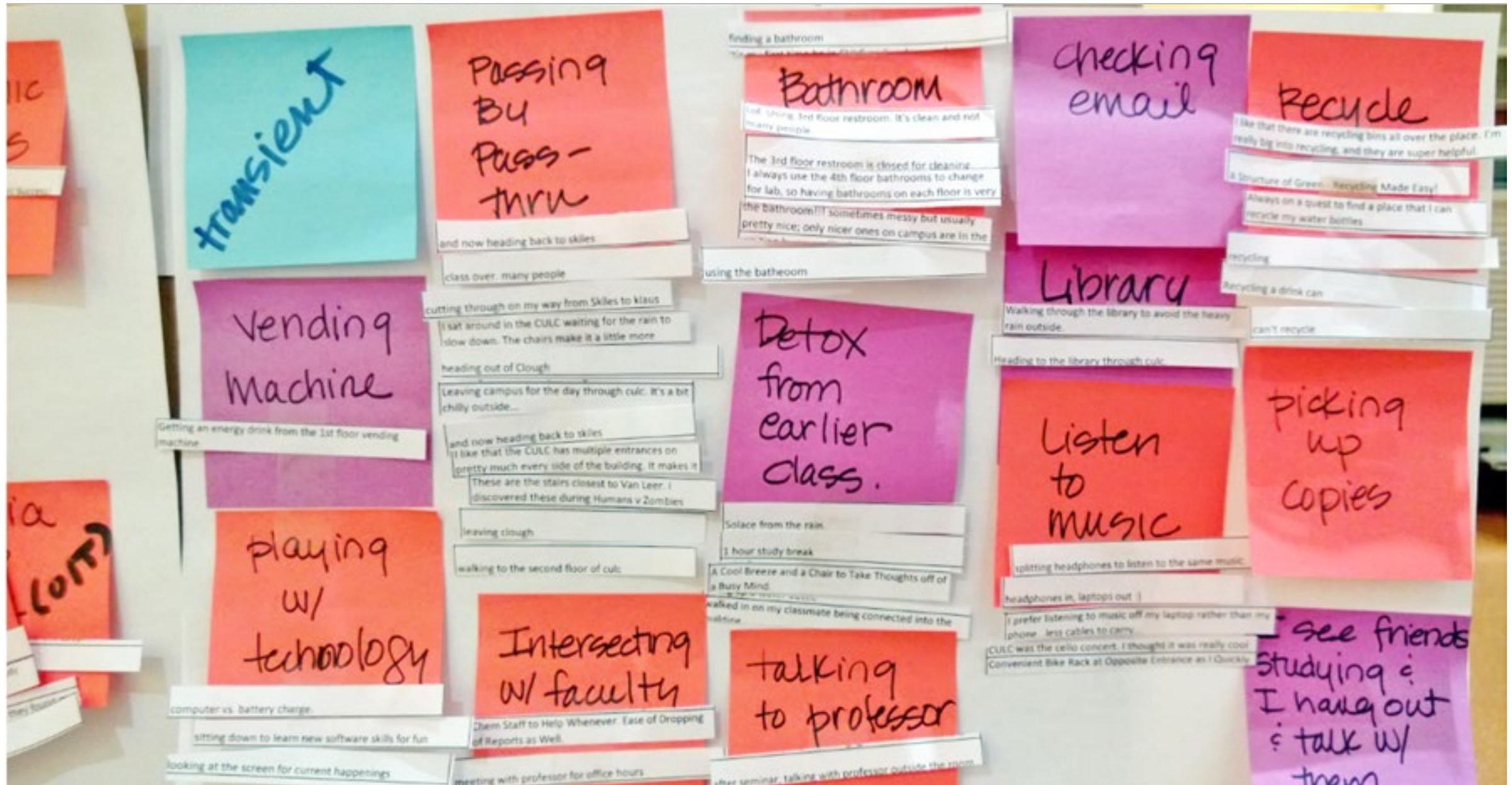
Getting help

Studying



Analysis

Look for Activities



Analysis

Co-Analysis Workshop



Use Modes

Alone together	Transient	Discover
Escape	Grab-n-go	Seek
Hack and Settle	Trespass	Explore
Meet up	Wait and Anticipate	

Use Modes

Alone Together

“3rd Floor: still find it easier to focus in the library but the energy in the commons keeps me awake!”



Use Modes

Escape

“You can find your nook without distractions. you can ‘plug in’ and forget the world”



Use Modes

Hack and Settle

“The long, tall tables on the third floor are great for late night studying and napping because of the extra room.”



Use Modes

Meet Up

“2nd Floor: Waiting to meet up with fellow classmates to work on a group project.”



Use Modes

Transient

“In between classes my friends and I sit on the 1st floor to check our email and do homework”



Use Modes

Grab and Go

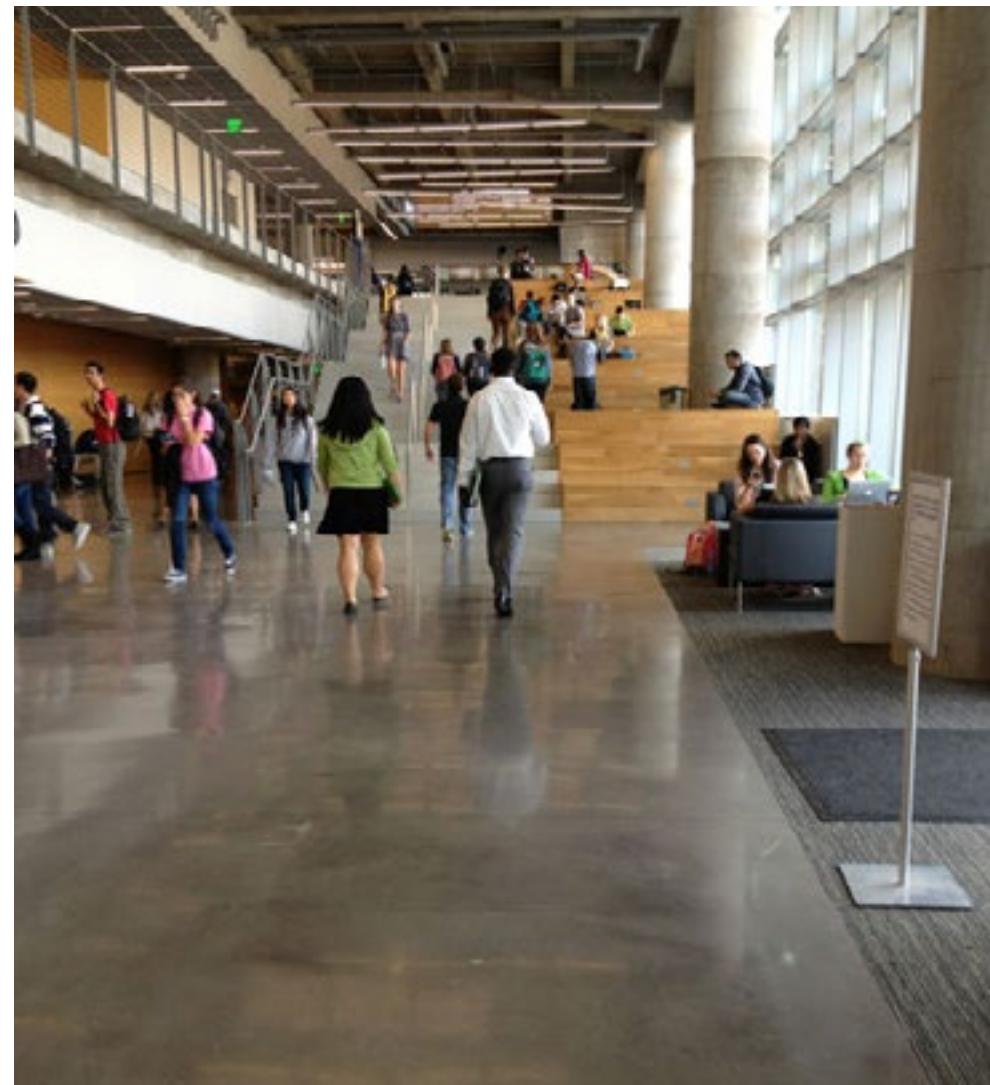
“Waiting to ask the help desk about visitors in the Clough Commons.”



Use Modes

Trespass

“On MWF I walk through the Clough Commons and use the elevator so I don't have to walk up so many steps to get from howey to skiles.”



Use Modes

Wait and Anticipate

“Getting to lab early allows me to talk to my friends and have a little down time.”



Use Modes

Discover

“deciding to register for Ted. this is extremely exciting! I watch Ted talks all the time.”



Use Modes

Seek

“No seats on the 3rd Floor.”

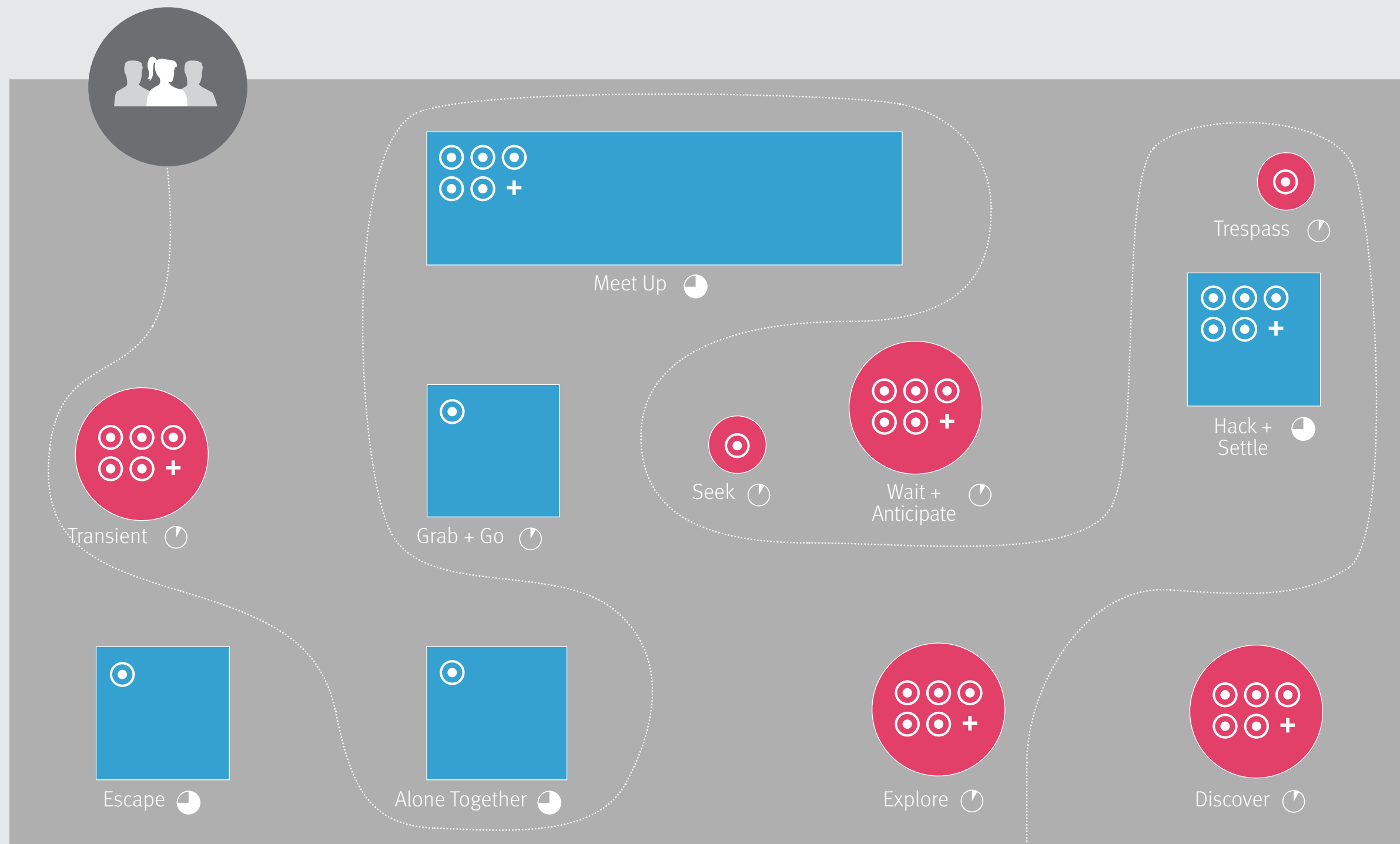


Use Modes

Explore

“Immediate Alerts to Keep You
in the Loop.”





Destination

Transition



Individual



Group



Short Term



Long Term

Distillation

The whiteboard is organized into four main columns: Theme, Modes, Learning, and Elements. It contains handwritten notes, sticky notes, and diagrams.

Theme

- new relationships, activities, encounter with new people & stuff.
- make people + space more visible & open
- it becomes a go to place for seeking; sense of what's happening
- liberation from institution; it's a release
- you can choose to be there with out a reason. Gaming
- Comfort, Control, Flexibility
- relationship. Set the tone of the interaction/relationship.
- tap into wasted time and convert into useful experiences (new knowledge/information)
- help students find destinations that fit their needs. then
- to meet basic learning needs & Comfort
- Setting the stage in preparation of the task. Mentally/physically going thru the process of creating their envior. as per the anticipated need helps them prepare for the task.
- eliminate unnecessary worry, chaos avoid constantly trying to remember

Modes

- formation
- all

Learning

- new relationships, activities, encounter with new people & stuff.
- make people + space more visible & open
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Elements

- Sparkling, unintentional surprises.
- Curiosity. thru what we see + hear
- It's a destination. which is open + very visible. Food or Coffee are in part of it.
- it's a getaway, provides relaxation you don't have to have a reason for being there. disconnecting from present.
- key is flexibility + control.
- adjust. tool
- postures.
- setting your tone
- hackability.
- identify opp. areas.
- leverage that to create & design. experiences.
- what are they making decisions about? as an end user what am I signaling to others?
- noise level
- activity.
- mode they are in
- rooms.
- unintentional
- intentional
- unwired
- wired
- back pack
- marking their territory.
- provide basic tools to allow improvisation.
- stuff as we need it
- encir toolkit.
- blending digital to physical.
- Library a window of Stack.

Design Elements



Design Elements

Initiate the New and Different



Use Mode: Discover

Opportunity Modes: Wait and Anticipate, Trespassing, Grab-n-Go

User Research Study

Design Elements

Create Anchor Points That Serve As Hubs



Use Mode: Meet Up, Hack and Settle, Alone Together

Opportunity Modes: Transient, Grab-n-Go, Wait and Anticipate

User Research Study

Design Elements

Build in Recess



Use Mode: Escape, Discover-Surprise, Seek, Explore

Opportunity Modes: Meet Up, Hack and Settle, Alone Together

User Research Study

Design Elements

Plan for User Control of Proximities



Use Mode: Hack and Settle, Meet Up, Alone Together

User Research Study

Design Elements

Support Multiple Configurations Between People, Objects & Environment



Use Mode: Meet Up, Alone Together, Wait and Anticipate
Opportunity Modes: Hack and Settle

User Research Study

Design Elements

Design Guided Experiences



Use Mode: Wait and Anticipate, Seek, Explore

Opportunity Modes: Trespassing, Grab-n-Go, Escape, Transient

User Research Study

Design Elements

Design Cues to Help Users Navigate and Interact



Use Mode: Seek, Explore

Opportunity Modes: Hack and Settle, Alone Together, Grab-n-Go

User Research Study

Design Elements

Encourage Improvisation When in a Group

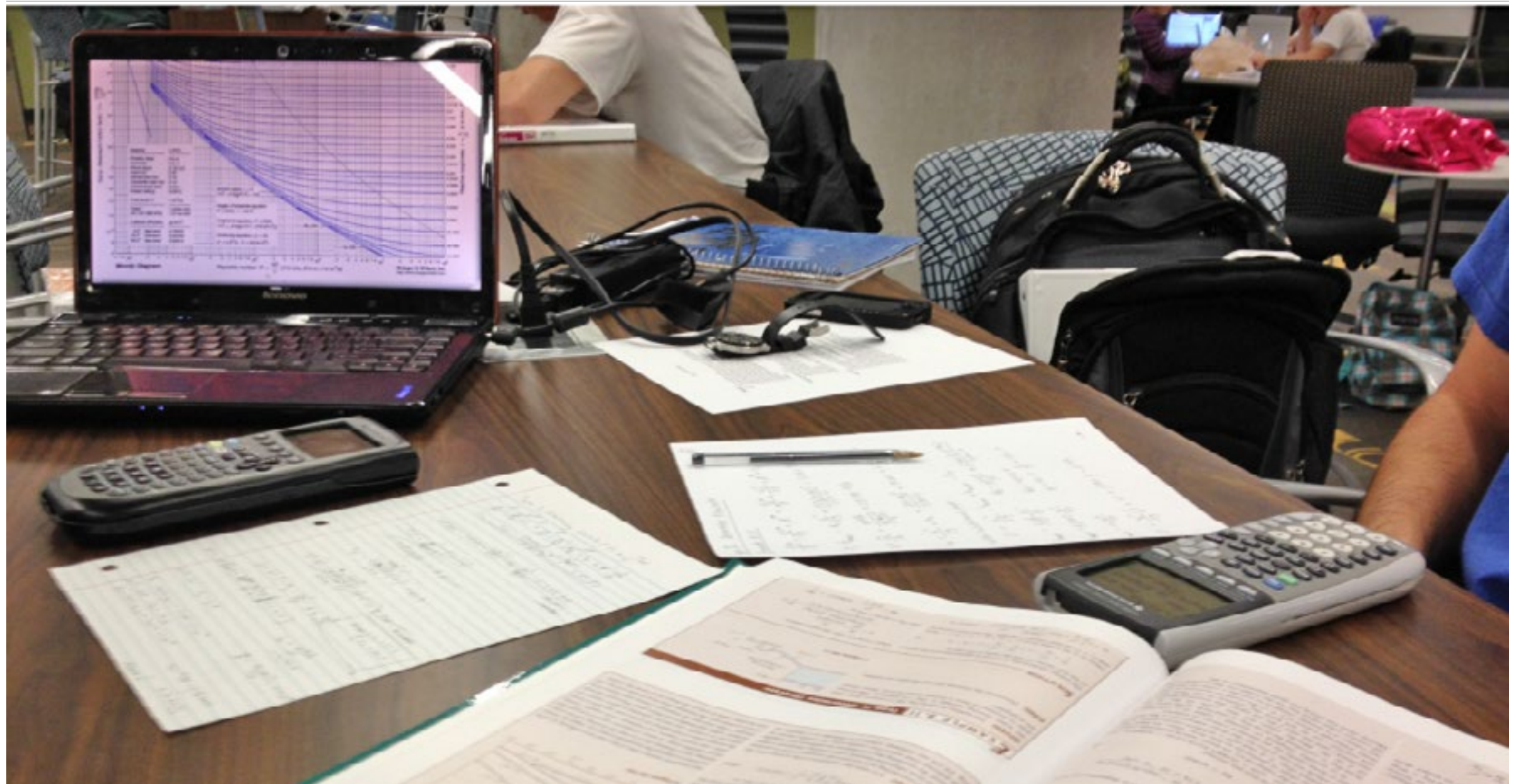


Use Mode: Hack and Settle, Meet Up

User Research Study

Design Elements

Support Real Time Needs and Resources of Students



Use Mode: Hack and Settle, Alone Together, Meet Up
Opportunity Modes: Escape, Discover, Seek, Explore

User Research Study

Design Elements

Design Elements Based on the Use Modes

Initiate the new and different

Create anchor points that serve as hubs

Build in recess

Plan for user control of proximities

Support multiple configurations between people, objects, and environment

Design guided experiences

Design cues to help users navigate and interact

Encourage improvisation when in a group

Support real time needs and resources of students

Question and Answer

What can we do to further enhance the student experience?

